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Dear Colleagues

I am very pleased that the Council on Postsecondary Education approved a budget recommendation that includes a funding increase for local Kentucky Adult Education programs as part of the Council's *number one funding priority*.

The recommendation includes a \$4 million increase for the 2008-10 biennium. If enacted by the legislature and signed by the Governor, this would raise the state general fund appropriation for Kentucky Adult Education from \$25 million in the current year to \$29 million in FY2009-2010. As we move toward the opening of the General Assembly session in January, we will keep you apprised of further developments in the budget process.

An important part of any request for additional funds is demonstrating performance and accountability. In reviewing AERIN data, we are seeing many county programs without up-to-date student data, so I'd like to remind you again that all student data must be entered in a timely manner. KYAE's policy calls for all student data to be entered by the 10th of the month for the previous month. Student data include, but are not limited to, enrollment, initial assessments, post-assessments and contact hours. Programs are not allowed to "hold" student folders – data must be entered according to KYAE policy so that, at both the local and state level, there is real-time data available for analysis and to show the performance and enrollment of KYAE. This issue is particularly important as KYAE analyzes current-year data in preparation for the annual performance measure negotiations with the Office of Vocational and Adult Education.

I also want to remind you to visit KYAE's [Web site](#) frequently to see the latest announcements about adult education budgets, contracting issues, grant information, policy developments and upcoming events. While we attempt to send all announcements through e-mail and *News to Use*, it's important to make sure you're not missing anything by staying abreast of developments posted on the Web site.

Thank you, as always, for the great work you do.

Sincerely,



Byrd Scholarship recipients

Seven GED graduates are recipients of scholarships through the Robert C. Byrd Honors Scholarship Program. The scholarships are awarded to students who “demonstrate outstanding academic achievement and show promise of continued academic achievement.”

The Byrd Scholarship provides up to \$1,500 per year for a total of four years. To qualify for the Byrd Scholarship, GED graduates must have a minimum composite score of 2700 and be recommended by an adult education provider. The seven winners’ composite scores ranged from 2860 to 3570.

This year’s GED winners are:

- Sarah Barnett, Daviess County – Beginning in January 2008, Sarah will study business at Owensboro Community and Technical College with aspirations to start her own line of make-up.
- Hajira Begum, Jefferson County – Hajira is an immigrant from India and is pursuing a nursing degree at Jefferson Community and Technical College with plans to become a registered nurse.
- Danielle Bennett, Hopkins County – Danielle is a sophomore at Madisonville Community College and plans to transfer to a four-year university in the fall. She wants to pursue a degree in English, writing or journalism.
- Rhonda Collins, Boone County
- Jessica Lien, Whitley County
- Flowers Robinson, Warren County
- Jonathan Westfall, Bullitt County – Jonathan earned his GED in January 2007 with the highest score ever reported in Bullitt County. He plans to enroll at Jefferson Community and Technical College with the goal of transferring to the University of Louisville to earn a degree in computer science.

GED promotion cited as best practice

The National Governor’s Association (NGA) has cited the KYAE-McDonald’s partnership on its “Center for Best Practices” [Web site](#). The third installment of the McDonald’s in-store promotion of GED attainment was conducted in September in 33 counties. Read more about the latest campaign on the CPE [Web site](#).

Fayette County adult education receives national grant

Congratulations to the Fayette County Adult Education program at the Bluegrass Community and Technical College and Program Director Kristin Tiedeman for a successful Adult Basic Education Career Connection grant proposal.

The college was chosen as one of five institutions nationally to receive a \$75,000 grant from the Office of Vocational and Adult Education (OVAE) to provide postsecondary education and support services that help adults become employed in industry sectors important to local economies. OVAE commented that the proposal showed “considerable promise in helping to demonstrate how ABE programs can operate within career pathways to prepare students for college and careers.”

The Fayette County proposal centers on providing onsite English as a second language (ESL) instruction to employees in a Lexington nursing home. The ESL classes are part of a career pathways project that provides training for people employed primarily in housekeeping and lower-level positions, leading to nurse aide certification, specialization or apprenticeship.

Transitions program receives recognition

The Jefferson County Adult Education Program's Educational Enrichment Services (EES) has been selected as a "Program of Distinction" by the National Alliance of Community and Technical Colleges (NATC). The Alliance was formed by a group of high-performing colleges to facilitate sharing of ideas and programs. The organization emphasizes networking, problem solving and cooperative efforts towards addressing issues of common concern. The EES program will be presented at NATC's February meeting.

EES provides – at no cost – a review of fundamentals in math, writing and reading skills for students whose COMPASS scores are too low for enrollment in regular Jefferson Community and Technical College (JCTC) classes. EES instructors also teach basic computer skills, discuss study strategies and provide information about campus resources. Students who complete EES are better prepared for the transition into JCTC developmental or credit courses.

EES was originally funded as a KYAE transitions pilot project and has continued as a joint project of Jefferson County Adult Education and JCTC.

E-mail distribution list

Several organizations have recently requested KYAE's comprehensive adult educator e-mail distribution list, which is generated based on all e-mail addresses entered in AERIN. The Council on Postsecondary Education legal counsel has determined that the list can be shared upon request. Commercial interests obtaining the distribution list will be instructed that the list cannot be used for any purpose other than that listed in the request and that it cannot be sold to another party.

Please be advised that your e-mail address as entered in AERIN may be shared upon request with other organizations, such as KAACE, KET, vendors and other groups requesting the list.

GED Connection on demand

Cable provider Insight Communications has recently added KET's GED Connection series to its list of free on-demand offerings. For those students who subscribe to Insight's digital cable service, this provides yet another convenient option to study for the GED test with the help of the GED Connection series.

For students in communities served by Insight Communications, we encourage you to inform your students of this new offering. On KET's [Web site](#), you will find a printable flyer to help promote the on-demand option in your learning center as well as instructional sheets to give out to students.

Kentucky is the first state in the nation to offer GED preparation via video on-demand, and KET is currently working to provide GED Connection as an on-demand option with other cable providers throughout the state.

If you have any questions regarding the Insight on-demand service or KET's GED Connection series, please feel free to contact Tonya Crum at tcrum@ket.org or 859-258-7009.

FAQs

KYAE recently received the following questions from providers. Please remember to read the Frequently Asked Questions available on the KYAE [Web site](#). The FAQs have been recently updated with lots of new information. Click on Educators and then Frequently Asked Questions. If you have issues you'd like to have considered for inclusion in the FAQs, e-mail Janet.Hoover@ky.gov.

Q: How do I access the GED testing calendar?

A: The GED testing calendar is on KYAE's Web site – [click here](#) or go to www.kyae.ky.gov, click on "Educators," then "GED," then the calendar link in the upper right-hand corner. The calendar provides the dates, time and scheduling information for public GED testing in Kentucky. You can find information by test date or location.

Q: Does a student who takes the Spanish OPT count toward a county's enrollment goal?

A: A student who only takes the OPT (this student doesn't have instructional hours) counts as an enrollment when all five parts of the test are passed. This applies to students taking the OPT in English, French or Spanish.

Q: How long are GED scores good?

A: Scores are good until the GED Testing Service TM changes the test, which last occurred in 2002. The next planned test change is 2011.

Q: Are limits on administrative funding based on the amount of funding expended or the amount of funding awarded?

A: The answer depends on the type of funding:

- For core services, the 15 percent limit is based on the amount of the grant *award*. This is a change for the 2007-08 fiscal year.
- For JRA and EL/Civics grants, administrative expenses are limited to 5 percent of the *expended* amount.
- For Workforce Alliance grants, administrative costs are not to exceed 10 percent of the *expended* amount. If an amount more than 10 percent is requested, a written justification must be provided.

New Framework resources – LitNotes

The Kentucky Institute for Family Literacy (KIFL) has begun producing a monthly tipsheet absolutely full of good ideas and great resources specifically for adult educators working in family literacy. Instructors who work exclusively with adults will also find many useful resources, especially for teaching reading.

The second issue of [LitNotes](#) focuses on building vocabulary for both adults and children and provides literacy-focused lesson ideas for parenting activities; reviews of books; information on reading research; and much, much more. This is a robust resource for all adult educators.

By completing a survey at the end of LitNotes, you can enter a drawing for a literacy resource. Congratulations to last month's winners – Cristina Marsh, Carroll County, and Julie Hendrix, Breathitt County.

New Framework resources – intake and orientation

As part of a continuing series of resources and information in support of the [New Framework for Adult Education](#), the following tips on intake and orientation were compiled by KYAE staff.

[“Helping Adults Persist: Four Supports”](#) by John Comings, Andrea Parrella, & Lisa Soricone
NCSALL’s Adult Persistence Study suggests that managing positive and negative forces, self-efficacy, setting goals and making measurable progress help students stay in programs.

[“Persistence Among Adult Basic Education Students in Pre-GED Classes”](#) by John P. Comings, Andrea Parrella, and Lisa Soricone, Harvard Graduate School of Education
Adults must decide to participate in each class session and often must overcome significant barriers to attend classes. Every adult education program should help adult students persist in their learning until they reach educational goals.

[“Retention and the GED”](#) by Jamie D. Barron Jones
Jones writes, “Having spent 12 years as a Director of Social Work Programs by day and a GED instructor by night, I have long been aware that my students face serious barriers in reaching their goals. Just entering a school building is stressful for some. I have manipulated every facet of the learning environment and curriculum that I could to make classes user friendly. Students complained that they could not sit comfortably at desks designed for high school students, so I changed the location of the classes to conference rooms equipped with large tables and comfortable chairs. I developed a thorough orientation and goal-planning program to introduce students to classes, answer any questions, and allay their concerns as to what was expected of them. I also individualized my curriculum as much as possible to target student needs.”

[“The Lab School”](#) by Steve Reder
The Lab School, one of numerous program delivery sites operated by Portland Community College, has been designed and outfitted so that researchers and practitioners can gather research data from classrooms of an ESL program.

[“A Model for Adult Education-to-Postsecondary Transition Programs”](#)
Research strongly advocates helping adult education students and GED graduates prepare to enter and succeed in postsecondary education.

[“Who Helps the Helpers?”](#) by Cathy Coleman
This article focuses on supporting counselors in adult basic education.

Abstract: A study explored the nature of intake procedures of Texas adult education programs. The study found that respondents may not use the intake process to counter barriers to attendance as effectively as they could, and some current practices revealed in the study seem to be contributing to institutional barriers to attendance.

[Research in Adult Education](#)

A sampling of research by the Pennsylvania Action Research Network.

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Learner Persistence in Adult Basic Education

Retaining students is an ongoing challenge for adult education programs, in which high attrition is common and accountability pressures are strong. Recently, researchers have called on the field to rethink the meaning of persistence from the student's point of view, and studies have identified specific ways to support persistence. Their findings provide insights for structuring local practice in ways that may help more students reach their goals.

"Adult Students: Recruitment and Retention" by Michael E. Wonacott

How to attract and retain adult students is an enduring question for providers of adult education. Adult students must juggle competing demands on their time from study, family, work and other commitments; their learning goals are often different from those of educational institutions and providers; and their needs and aspirations may change during the education process, sometimes as a result of it. This brief reviews recent research related to adult student recruitment and retention and provides guidelines for recruiting and retaining adult learners.

Scenarios for Intake

The article outlines ways that programs might organize themselves to handle placement and assessment testing more effectively.

"Managed Enrollment and Evidence-Based Reading Instruction" by John Strucker

TABE updates

TABE PC manual

Peggy Levins of CTB/McGraw-Hill has provided KYAE with an updated [TABE PC User's Manual](#), available on the [KYAE Resources Page](#). Peggy is available to offer TABE PC demos to any program unfamiliar with its many advantages and features. Contact her at (615) 599-6575 or Peggy_Levins@ctb.com.

KYAE local programs may receive a 35 percent discount on TABE PC administrations by using the order form posted on the KYAE [Forms Web page](#).

TABE 7 & 8

According to the Office of Vocational and Adult Education (OVAE), CTB McGraw Hill plans to retire TABE 7 & 8 on March 31, 2008. At this time, it is unknown how long TABE 7 & 8 will remain on OVAE's list of approved assessments. However, if your program is still using TABE 7 & 8, please be advised that you will be required to convert to TABE 9 & 10 sometime in the future.

Newspaper in Education updates

The Lexington *Herald-Leader's* Newspaper in Education (NIE) program is awarding a monthly \$50 gift card (to the store of their choice) to the adult education program with the highest NIE usage numbers. Congratulations to last month's winner, the Bracken County Adult Education program, which had 50 usages.

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NIE will offer a new curriculum in January – E-EDITIONS: Learning with Online Newspapers – to be available at www.nieconnects.com. Check out the Web site for current curricula and resources – new items are added often. Also in January, NIE will publish a “Math Rules” supplement for adult educators.

For more information or to find out how to use NIE resources, contact Erika Larson at Erika.Larson@ky.gov or (502) 573-5114, ext. 104.

Assistance for students with hearing loss

Adult education students with hearing loss may receive assistance through a KYAE partnership with the Center on Deafness and Hearing Loss at Eastern Kentucky University and the Office of Vocational Rehabilitation (OVR), an Education Cabinet agency.

Cindy Downey, transition specialist at the Center on Deafness and Hearing Loss, will provide information relating to working with deaf/hard of hearing students, accessing interpreting services and financial reimbursement for interpreting costs. Adult education programs pay for the service and are reimbursed through OVR. Cindy can also provide information and answer questions about making classroom accommodations for deaf and hard of hearing individuals and working with interpreters in the classroom. Upon request, she will visit adult education centers to facilitate services.

Contact Cindy at (859) 539-2703 or Cindy.Downey@eku.edu.

Please allow us to introduce...

“Please allow us to introduce...” is a feature spotlighting KYAE staff members to help adult educators become more familiar with KYAE staff. This issue features Melissa Dickey.

Melissa Dickey

Melissa joined the KYAE staff last month as a program support associate to provide general administrative oversight of the Job Readiness Activities (JRA) program. Her responsibilities include ensuring compliance with JRA guidelines and requirements, training local programs, and tracking and monitoring program expenditures.

A Lexington native, Melissa attended Eastern Kentucky University for two years following high school graduation. She then entered the workforce, returning to ECU eight-and-a-half years later as a non-traditional student to finish her business administration degree. Until now, her career has been in the utility and insurance industry.

Melissa and her husband of 18 years live in Lexington with Ginger, their Jack Russell terrier. They like to spend their free time fishing at Lake Ellerslie in Lexington as well as Lake Barkley and Kentucky Lake.

Fun fact: Melissa enjoys needlepoint, painting bisque pottery and playing golf and tennis.

Valuable links

The [Everyday Life project](#) uses interactive, situation-based lessons to teach functional literacy skills. This new approach to learning allows students to apply their basic literacy skills to real-world situations so they can gain the confidence and skills to be successful.

The San Diego Community College has [free nutrition lessons for English language learners](#) at various levels and a resource list of free nutrition-related materials. This site also has special links for ESL teachers. These materials, developed with federal funds, are designed for agencies that serve adults eligible for food stamps.

The [Media Library of Teaching Skills](#) project provides a free Web-based library of short digital videos of adult education classrooms and tutorials.

The [Kentucky Long-Term Policy Research Center](#) assesses the status of Kentucky's educational progress.